Benthal Primary School

Geography Policy

Approved by:	Chair Of Governors
Approval date:	March 2022
Review date:	March 2025

1. Curriculum Statement - Geography

Intent

At Benthal we believe that Geography should inspire and enable children to ask questions and provide answers about the natural and human aspects of our world. This enables children to develop knowledge and skills that are transferable to other curriculum areas as well as promote their moral, social and cultural development.
Geography is, by nature, an investigative subject and our learning program aims to teach pupils about the range of global landscapes and the diverse peoples who inhabit them. We aim to support our children's learning about the scarcity of resources and its impact on natural and man-made environments. We also aim to develop their understanding of the interaction between the Earth's and human physical processes, how these are inter-connected and how these can change over time.

Implementation

Our geography topics are based on our Curriculum Map and Overviews for each unit which shows the progression of key concepts and skills (Location, Topography, Processes and Impact) that align with the National Curriculum statements. Teachers use this to develop learning sequences from which individual lessons are planned and delivered through block teaching each term. There is a huge emphasis on promoting pupils' curiosity and critical thinking as well as ensuring that they can relate current learning to prior topics. We look for evidence of this in pupils' work and learning outcomes are regularly monitored to ensure that there is evidence that demonstrates the pupils' acquisition of identified key knowledge, concepts and skills and where they are applied to other curriculum areas.

Cross curricular outcomes in Geography are promoted through links with history topics, our PHSE curriculum (through topics such as 'One World', 'Living in the Wider World' and 'Britain), Science (enquiry, investigating, presenting and interpreting data) RE (origins of different religions and the pilgrimages) and Computing (coding, graphs, databases and spread sheets). We also provide trips to the local area and contrasting locations, such as Brooke Farm and our annual residential visits to Kench Hill for year 4, our partner school in Madrid Spain for year 5 and Frylands for year 6.

Impact

We want all our pupils to meet the standards for Geography by demonstrating the ability to use and apply the key knowledge and skills as defined by the National Curriculum objectives. As children progress throughout the school, we want them to show a deeper knowledge, understanding and appreciation of their local area and its place within its wider geographical context. We also want them to be able to use a range of processes through which to ask questions, collect and evaluate evidence and also to identify features of a range of maps and carry out effective research through fieldwork. At the end of each lesson and unit, Pupils are also able to review their successes and are actively encouraged to identify their own target areas, with support from their teachers. At the end of each unit pupils also record what they have learned in relation to their starting points.

2. Planning, Resources & Organisation

Each unit overview shows how prior learning links to future units and describes clear outcomes for learning at the end of each unit. Our learning sequences for each unit are created from these overviews and form our program of study. Each learning sequence identifies for each lesson the learning intention, key questions, activity and geographical terminology. Teaching and learning is also supported with the use of 'knowledge mats' which make key knowledge, questions and vocabulary accessible to pupils when placed on tables for pupils to refer to throughout each lesson. Knowledge mats also identify high quality texts which also support the promotion of literacy and other curriculum links.

Existing geography resources are stored centrally in the Humanities Resource Area and are organised into topic themes, which are clearly labelled. These also include Big Books. The library also contains geography topic books to support children's learning and encourage individual research. Class teachers are encouraged to have a topic table for each of the geography units where books and other relevant models are displayed and easily accessible for children.

We follow a blocked curriculum approach to learning, which means that pupils study a geography topic for three weeks a term in the afternoons, rather than having one lesson per week. This allows children to enhance their knowledge of history and develop related skills through focused daily learning, throughout the duration of each block. This model also supports children in being able to achieve a greater depth of understanding of each topic.

3. Teaching and Learning

Our geography units cover the key knowledge and skills in alignment with the National Curriculum statements for:

- Locational Knowledge
- Place Knowledge
- Human and Physical Geography
- Geographical Skills and Fieldwork

Our topic begins with a title page placed in children's books at the start of each topic where outcomes are displayed as 'I can' statements. These statements are reviewed at the start of each lesson. Teachers introduce each topic with a 'Knowledge Harvest' where any prior knowledge about the topic is pooled together from the pupils and an 'Entry Point' task is delivered to help pupils get enthusiastic about the topic. content. The 'Knowledge Harvest' is displayed on the topic board in classes and revisited throughout the unit where pupils are given regular opportunities to review their learning by adding to the 'Knowledge Harvest' and self-assessing against the 'I can' statements on their title pages.

At the start of the session, pupils self-assess against the 'I can' statements based on learning from the previous lesson. All lessons begin with sharing the learning intention and references to develop pupils' sense of place and location with the use of maps and other appropriate plan

and materials. Key vocabulary which needs to be explicitly taught is also introduced. Activities promote the use of critical thinking and enquiry through asking questions, comparing sources of evidence, recording and interpreting data and making judgements to find answers. Evidence of learning that meets end of unit outcomes are based on appropriate writing genres for recording evidence or appropriate work from links with other curriculum areas. An 'Exit Point' activity at the end of the unit is used to assess what pupils know, understand and can apply to other contexts and curriculum areas.

The Early Years Foundation Stage (EYFS) follows guidance which aims for all children in Reception to have an 'Understanding of the World; people and communities, the world and technology.' Children are guided to develop a sense of their physical world, as well as their community, through opportunities for local walks and encounter a range of resources to explore, observe and find out about people, places, technology and the environment.

During Key Stage 1, pupils will be introduced to the purpose of maps, learn to identify and name key places on a globe and relate this to their current location. They will create maps and be able to use a 4 point compass as well as trace the recognisable features of maps. Pupils will deepen their understanding of locations around the globe by looking at hot and cold zones (climates) and how these determine the types of physical landscapes, habitats and homes and describe their similarities and differences. Pupils will learn how to plot and record simple journeys between locations and the geographical factors to be considered.

During Key Stage 2, pupils will build on the knowledge and skills of Key Stage 1 and use and create compass and grid reference maps to locate specific places and continents. Pupils will relate physical features and locations to natural or human processes such as settlements and invasion, use of the land, travel and physical features such as rivers, oceans, mountains and volcanoes. Pupils will develop a deeper understanding of how human activity in terms of the use of the land and natural resources impacts on the Earth's physical processes and explore the historical contexts of some of these.

4. Assessment

Outcomes of work are regularly monitored and Assessment for learning is continuous throughout the planning, teaching and learning cycle. Knowledge and skills are taught to enable and promote the development of children's geography skills. Assessment is supported by use of the following strategies:

- Observing children at work, individually, in pairs, in a group and in class during whole class teaching.

- Using differentiated, open-ended questions that require children to explain and unpick their understanding.

- Providing effective written and verbal feedback and marking against the learning intention to engage children with their learning and to provide opportunities for self-assessment and next step marking to help pupils consolidate and provide challenge.

- Book look moderation and monitoring of outcomes of work, to evaluate the range and balance of work and to ensure that tasks meet the needs of different learners,

- Use of the *'Knowledge Harvest'* to measure knowledge acquisition from the start to the end of the unit.

- An *'Exit Strategy'* activity – an open ended task where individual pupils demonstrate their ability to record what they have learnt and the application of historical skills.

- Use of the *'I can'* statements (end of unit outcomes) on title pages for pupils to self-assess throughout and at the end of a unit, alongside specific and measurable LIs for each lesson with child and teacher review of the agreed success criteria.

5. Equal Opportunities & Inclusion (eg EAL/SEN/PPG/Provision for HA)

We are committed to providing a teaching environment which ensures all children are provided with the same learning opportunities regardless of social class, gender, culture, race, special educational need or disability. Teachers use a range of strategies to ensure inclusion and also to maintain a positive ethos where children demonstrate positive attitudes towards their learning and towards others.

Support for specific individuals is planned for, with consideration given to how greater depth and further challenge can be provided for pupils who require it. All pupils are entitled to access the curriculum at a level appropriate to their needs.

To ensure inclusion, teachers use a range of strategies in line with the school's SEND and inclusion Policy. Independent tasks, as well as teaching and learning support are also well-adapted to ensure full accessibility for different groups of learners. The school makes full use of additional adults who are deployed effectively to ensure that identified children are able to make progress in relation to their starting point.

Teaching takes account of pupil's own interests and aptitude to ensure topic relevance to all individual learners. Opportunities for enrichment also come through projects in Home Learning Journals and the use of 'Chatter time' where pupils can discuss learning with their parents and Cares. Inclusion is also supported through practical work in the form of trips and visits to places immediate and wider locality such as the annual residential to Kench Hill Centre for year 4.

6. Role of the Subject Leader

The coordinator's responsibilities are:

- To lead the teaching of Geography & ensure a high profile of the subject across the school
- To ensure that resources (human and non-human) are available to enhance and support learning
- To model the teaching of Geography through identified good practices and pedagogy
- To support teaching staff to deliver best practice and identify and make provision for CPD
- To monitor learning sequences & teaching to ensure that the progression of the key concepts and skills identified within each unit is delivered.
- To monitor books and ensure that key concepts and knowledge is evidenced in outcomes, alongside and as supported, by SMT
- To lead on evaluation and review of the subject area and make improvements where necessary
- To ensure that agreed approaches for Equal Opportunities and Inclusion are available to all learners
- To ensure that the Geography curriculum takes account the school's context, promoting links with local and national initiatives where appropriate.
- To action plan on key objectives relating to School Improvement and report on the progress of meeting these objectives to SLT, Governing Board and SIP.

7. Parents and Carers (Including Homework)

We actively encourage the involvement of families and the wider community to help support the teaching of Geography to share their knowledge and expertise of our local area. Parents and Carers are also involved with supporting their children and opportunities for enrichment also come through projects in Home Learning Journals and the use of 'Chatter time' where pupils can discuss learning and parents can initiate focuses for further learning.

COVID 19

We recognise the continual risk of infection and will follow the latest guidelines from Government as well as the school's Risk Assessment. In the event of group/phase/ year group bubble closures the curriculum will revert to online learning (see the school's Remote Learning policy and Risk Assessment) until in-class lessons can resume.